DOCUMENT RESUME

ED 353 124 RC 018 955

TITLE	White House Conference on Indian Education. Final Report. Executive Summary.
INSTITUTION	White House Conference on Indian Education, Washington, DC.
PUB DATE	22 May 92
NOTE	57p.; For the complete two volume final report, see RC 018 954.
PUB TYPE	Reports - Descriptive (141) -- Legal/Legislative/Regulatory Materials (090)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	*American Indian Education; American Indians; Conference Proceedings; *Educational Objectives; Elementary Secondary Education; Federal Aid; *Federal Indian Relationship; *Federal Legislation; *Federal Programs; Government Role; Higher Education; Program Development; Program Improvement; Self Determination; *Tribal Sovereignty; Trust Responsibility (Government)
IDENTIFIERS	Indian Education Act Amendments 1987; Indian Education Committees; Native Americans; Tribally Controlled Education; *White House Conference on Indian Education

ABSTRACT

This report summarizes the two-volume "Final Report of the White House Conference on Indian Education," mandated by 1987 amendments to the Indian Education Act. The conference explored the feasibility of establishing an independent Board of Indian Education and developed recommendations for making educational programs more relevant to the needs of Indians. Chapter 1 of the summary reviews the history of the conference, focusing on the lack of Indian involvement in federal Indian-education programs. Chapter 2 describes planning and preparations, including the organization of state meetings which made recommendations to the conference. Chapter 3 describes 113 conference resolutions, categorized under the following 12 topics: (1) governance of Indian education; (2) Indian community health services and delivery; (3) literacy, student academic achievement, and high school graduation; (4) safe, alcohol/drug-free schools; (5) exceptional education; (6) readiness for school; (7) Native languages and culture; (8) school structure; (9) higher education; (10) school personnel; (11) adult education and parental-community-tribal partnerships; and (12) miscellaneous. A final analysis examines aids and barriers to realization of the conference resolutions, discussing them in the context of the history of the federal-tribal relationship. Particular focus is given to the need for local control of Indian programs. (TES)

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The Final Report Of The White House Conference On Indian Education

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Executive Summary

May 22, 1992

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THE WHITE HOUSE CONFERENCE ON INDIAN EDUCATION

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MAY 22 1992

Dear Mr. President:

I am submitting herewith the Report of the White House Conference on Indian Education which was held on January 22-24, 1992 in Washington, D.C. This report is submitted in accordance with Public Law 100-297, the Augustus F. Hawkins-Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988. This act required the submission of a final report to the President within 120 days of the Conference's completion.

The report was developed from the hard work of the Conference Delegates who attended the Conference. These Delegates produced a total of 113 Resolutions, with accompanying plans of action, designed to provide guidance in future Indian education policy directives.

These Delegates also represented a unique cross-section of the American Indian /Alaska Native communities throughout the country. They included business leaders, educators, parents, students, and elected governmental and school board officials, and are to be commended for their deliberations and dedication.

You will be ably assisted in the preparation of the Report to Congress by Secretary Manuel Lujan, Jr., and Secretary Lamar Alexander. Staff from their respective Departments, Education and the Interior, were actively involved in the Conference planning and its management.

I am certain that your Report to the Congress, relying on the Delegates' recommendations, will greatly enhance the quality of education to Indian communities throughout the Nation.

Sincerely,

Buck Martin

Buck Martin
Director

The Final Report
Of The
White House Conference
On Indian Education

Executive Summary

May 22, 1992

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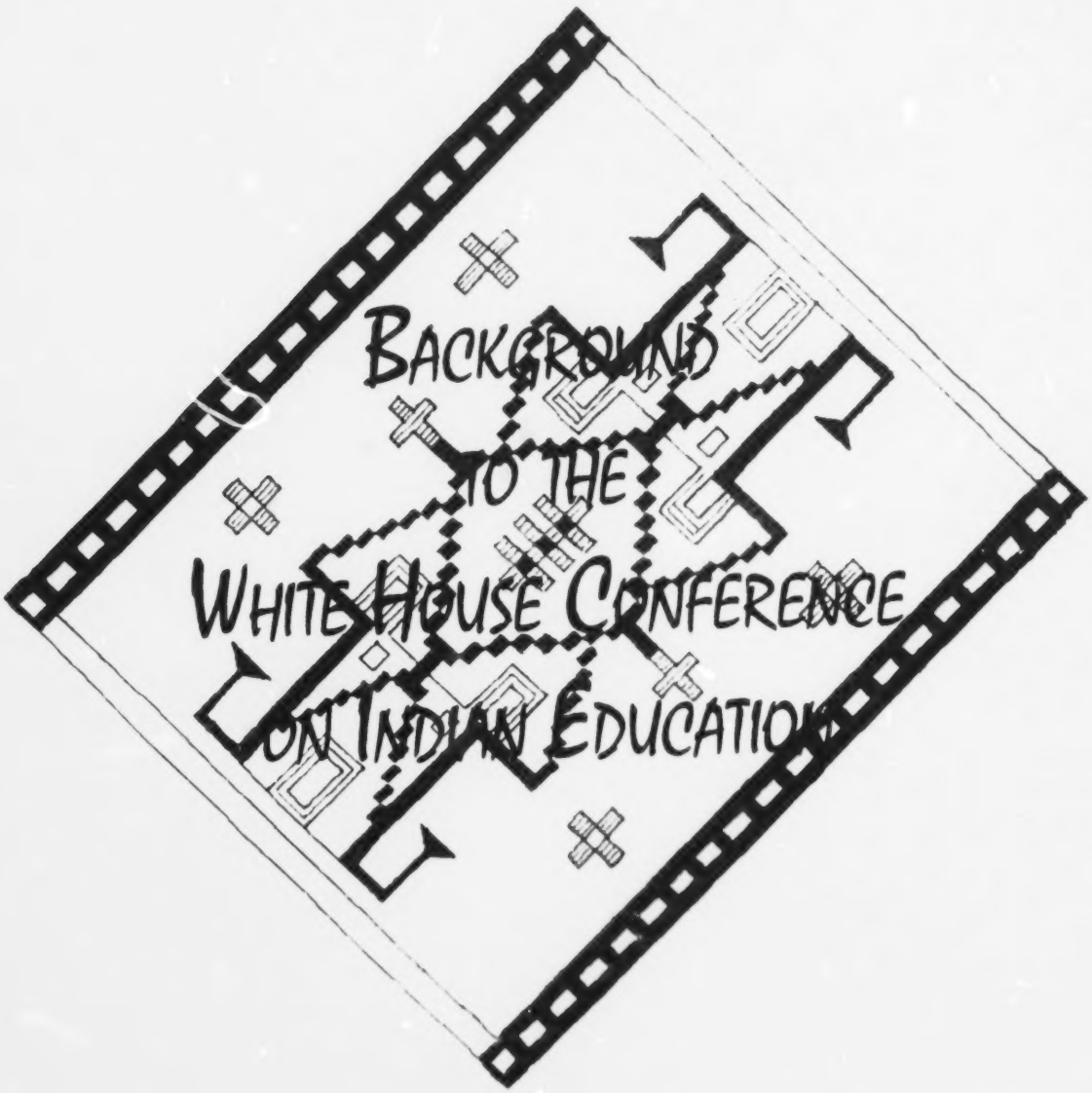
CHAPTER ONE


BACKGROUND
TO THE
WHITE HOUSE CONFERENCE
ON INDIAN EDUCATION

▶ Overview . . .

The White House Conference on Indian Education was authorized in the Augustus F. Hawkins - Robert T. Stafford Elementary and Secondary School Improvement Amendments of 1988, Public Law 100-297 on April 28, 1988. The Conference was mandated to explore the feasibility of establishing an independent Board of Indian Education and to develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians.

▶ History . . .

In developing this authorization, the Congress found that recent changes in Federal and State systems stimulated a strong awareness and growth of tribal control of Federally funded services including education. The increase of tribal control, particularly of educational opportunities, has lead to a degree of improvements and greater academic success of American Indian/Alaska Native youth and adults, yet does not seem to be a derogation of Federal responsibility. The Congress recognized that substantial and substantive problems still exist. The Congress believed the opportunity for facilitation of the formulation of solutions could take place through the convening of a White House Conference. The original Senate Bill 1645 was introduced by Senator DeConcini on August 7, 1987. The bill did not contain Title V, the White House Conference. It was not until the hearings of Septemeber 29, 1987 on Senate Bill 1645 that the idea was discussed.The following text was reconstructed to provide an historical view leading to the White House Conference on Indian Education held on January 22-24, 1992.

Mr. DeConcini stated in his introduction remarks on the Indian Education Admendments Act:

> *"....Both the reservation and urban Indian communities rely on these vital programs to educate their children from kindergarten through high school. Parents and leaders of these communities place the highest priority on education. Education is critical to their efforts to achieve economic self-sufficiency. Like many other Americans, they want a better world for their children and look to a strong education system as the best way to achieve this end. They want quality education for their children and many have committed themselves to the task of improving Indian education as members of local school boards, parent committees, and tribal councils. Many others have become teachers and school administrators and devoted themselves to serving in the reservation school systems. This considerable investment in education must not be overlooked. Instead, I believe that it is time for the Federal Government to meet the Indian tribes and its communities halfway and it can do so by strengthening its commitment to Indian education.*
>
> *The Federal Government, under the Federal trust relationship, has a special duty to the Indian tribes to assure the availability of the best educational opportunities possible. This duty must be fulfilled by our Government in a manner consistent with the Indian self-determination policy. The bill which I am proposing today is designed to strengthen the Federal-tribal partnership as it relates to Indian education. The bill seeks to improve the administration of Indian education programs by refining the existing law and proposing new options for Indian communities to use in their pursuit of excellence in education...."*
>
> **Congressional Record - Senate**
> **August 7, 1987, 511578-511683**

During a second hearing held on September 29, 1987 in Washington D.C. The Committee heard testimony from several tribes, organizations, and Departments. It was at this second hearing that the idea of a White House Conference was born.

Mr. John Forkenbrock remarked in his closing testimony on behalf of the Association of Community Tribal Schools:

> *"One last thing that is not included in S. 1645 that I think I would like to see the committee consider adding to S. 1645 would be the development and the call for a White House conference on Indian education.... what is the Federal policy in terms of its responsibility for Indian children enrolled in public schools?*
>
> *There are policies and procedures now in effect in Public Law 81-874, impact aid, which public schools are supposed to follow to ensure that tribes, are getting their input into the program which, in many cases, aren't being followed....meeting the needs of Indian students, we have a lot of places where Indian input and tribal involvement is nil, and the policies and procedures that are supposed to be followed in the Federal law are not being followed.*
>
> *So, I think that there is a real need for the Congress to consider the development of legislation that would call for a White House conference on Indian education where all the various experts in the field from all facets of the program- contract schools, BIA operated schools, public schools, private schools, post-secondary as well as elementary and secondary- get together to discuss some of the things that are needed in terms of where Indian education is headed in the 1990's."*
>
> **Indian Education-Part 2**
> **Hearing Before the Select Committee on Indian Affairs United States Senate**
> **100th Congress, First Session, on S. 1645**
> **September 29, 1987, page 90**

During the hearing other tribal officials and Indian education representatives also agreed. Members of the Committee also asked several witnesses about the feasibility of establishing an independent National Board of Indian Education to assume responsibility for Federal policy relating to Indian education. The response overwhelming favored further exploration of this idea.

This suggestion evolved through a discussion by the committee with representatives of national Indian education organizations on the role Indian leadership played in Bureau of Indian Affairs schools in establishing educational policy. The questions also brought into the picture the involvement of Indian leadership in the establishment of policy by the U.S. Department of Education, Indian education section.

The responses varied. The Chairman of the Committee concluded,

> *"As some of you are aware, I have spent much time in Indian country this year because of my belief that for too long Washington has determined the nature of the problems in Indian country and provided the solutions to these perceived problems. I felt that the time has come to ask the Indian people as to what they consider to be their problems and beckon their wisdom as to what the solutions should be. Some of your responses reflect the responses I have been receiving throughout the land. I believe all of you agree that there is a special trust relationship that exists between the Government of the United States and the various Indian governments, whether it be nations, tribes, or other groups, and that this trust relationship calls upon the United States Government to make certain*

that education is provided to all Indians who desire such education and are capable of receiving such. However, apparently, the trust relationship is not carried out to its fullest as intended by Members of Congress and other Administrations, and your response to my question as to the nature of input provided by Indian leadership in the making of education policy ranges from zero to zero plus one, or something like that. Do you think there is justification to establish a separate board of education made up of Indians to establish educational policy?"

S. Hrg. 100-429, Pr. 2. Pages 94-95

Panelists recommended that the suggestion to have an organization such as a separate board to establish Indian education policy be further explored by Indian people. The idea of a National Board of Indian Education is not a new concept. In fact, in 1967 Congress recognized the educational problems and needs of Indian children and the failure of our Government to meet those needs. This resulted in the establishment of a Special Subcommittee on Indian Education, which was chaired by Senator Robert Kennedy. The original intent of this special subcommittee was to "examine, investigate, and make a complete study of any and all matters pertaining to the education of Indian children."

We need to be united in our effort because we are talking about our future.

Governor Vigil (NM)

In a Congressional report entitled, "Indian Education: A National Tragedy - A National Challenge" was released in November 1969 by the Committee on Labor and Public Welfare, sixty recommendations were made including the creation of a Senate Select Committee on the Human Needs of the American Indians, the convening of a White House Conference on American Indian Affairs, increased funding for culturally sensitive curricula, and greater supervision of State and local officials who receive federal funds for the education of Native Americans in the public schools.

In regards to the White House Conference, the subcommittee found that one primary reason for the failure of national policy and programs for American Indians has been the exclusion - or the token involvement of Indians, in determining policy or planning of programs. It was believed that the White House Conference would reverse this practice.

"Such a White House Conference could provide for broad scale participation of Indians in extensive deliberations of the tribal, local, and regional levels, in preparation for the National Conference. The report of the Conference, with detailed policy, legislative, and program recommendations, could serve as the blueprint for reform and change over the next generation. As an indication of the widespread support in the Indian community for this approach, the National Congress of American Indians has strongly endorsed the need and desirability of such a conference in its 1968 and 1969 annual conventions...."

Indian Education: A National Tragedy - A National Challenge, Report of the Committees on Labor and Public Welfare 1969, p. 107

The subcommittee also recommended the establishment of a National Indian Board of Indian Education with authority to set standards and criteria for the Federal schools. It was envision that the National Board would oversee operations of the schools, be empowered to participate in the negotiation of contracts with tribes and communities to run local school systems for Indians; make suggestions for nominees for Assistant Commissioner for Education in the Department of the Interior and serve in a advisory role with respect to Federal education programs involving Indians in the public schools.

The report opened the door for many possibilities that would be responsive to Indian needs. A primary theme to the overall report was the goal of increased participation and control of educational programs by local communities. Over the past twenty years Congress and the Administration have demonstrated a willingness to address this concept through a variety of actions. Including proposed legislation on a National Indian Board of Indian Education and a National Board of Regents for Indian Education. However, the effort to establish a National Board of Indian Education met with some opposition during subcommittee hearings in April and May 1971. Some tribes voiced opposition to fragmenting the Bureau through removal of its education function to a new agency. As a result of the efforts the National Advisory Council of Indian Education was established in the Indian Education Act (P.L. 92-318).

The Indian Education Act also required public school districts to involve parents and community members in the administration of Federal funds for Indian children.

Then, in 1975, legislation was introduced and enacted (P.L. 93-638, the Indian Self-Determination and Education Assistance Act) which added new requirements for Indian involvement in public school programs. The Act granted tribes the power to sign contracts with federal agencies to administer government programs. The Education Amendments Act of 1978 (P.L. 95-561) called for greater community control of Indian schools. This Act also establish a rational basis for the distribution of funds among the Bureau of Indian Affairs schools named the Indian School Equalization Program.

Also, in 1976, P.L. 94-437, the Indian Health Care Improvement Act further extended the ideas of the Indian Self-Determination and Education Assistance Act, by encouraging Native organizations to manage their own clinics and hospitals.

In 1977, the Senate reestablished it Select Committee on Indian Affairs to oversee legislation affecting Native people, as a result of the findings of the American Indian Policy Review Commission Report. Other related action included, the Tribally Controlled Community College Assistance Act (P.L. 95-471) which supported the development of higher education within Indian communities, and the Indian Child Welfare Act (P.L. 95-608) which gave tribes the authority to supervise adoptions involving their members.

We need to reaffirm our tribal sovereignty and our self-determination and our treaty rights.

Ms. Lane-Oreiro (WA)

The issue of a National Board of Indian Education was again discussed in 1978 and 1979, when the Administration proposed a plan to move the Bureau of Indian Affairs, Division of Education to the new Department of Education. It again surfaced in 1982, when the BIA reorganization plan was being discussed.

And finally in 1987, before the Senate Select Committee on Indian Affairs the topic resurfaced as presented above. However, in the conclusion of the panel testimony the Chairman recommended, based on the unanimous support of the panel, that the staff of the committee and the members of the panel gather statistics available on Indian education and develop ideas on what an Indian board of trustees, a board of education, or a board of regents should look like, where it should be located and the types of powers that it should have. This recommendation became the framework from which Part E - White House Conference on Indian Education, Title V - Indian Education Amendments of 1988, Public Law 100-297, was developed.

CHAPTER TWO

▶ Advisory Committee Responsibilities . . .

The White House Conference on Indian Education Advisory Committee was composed of 24 individuals, who were selected for their expertise and efforts on behalf of Indian education. Five individuals were designated by the Speaker of the House of Representatives; five individuals were designated by the President pro tempore of the Senate; and ten individuals were appointed by the President. The enabling statute also directed the designation of specific appointments: the Assistant Secretary of the Interior for Indian Affairs or his delegate; the Secretary of Education or a delegate of the Secretary; the Director of the Task Force and the Chairman of the National Advisory Council on Indian Education. [Refer to P.L. 100-297, Part E, Section 5506]

The purpose of the Advisory Committee was to assist and advise the Task Force in planning and conducting the Conference. Their purpose was also identified in Public Law 102-27. It was the intent of the Congress, when Public Law 100-297 was enacted, that the Advisory Committee was to play a major role in the preconference planning process. The policy direction and guidance governing the preconference planning process was to ultimately rest with the Advisory Committee.

▶ State Steering Committee Responsibilities . . .

State Steering Committees were formed in States with large concentrations of American Indians. They met regularly, provided assistance and made commitments to develop State-wide activities. Each State Steering Committee included a broad cross-section of representation from all segments of the Indian population within the State. The representative group included tribal leadership, Bureau of Indian Affairs school officials, State Indian Education Departments and other Public School officials, Indian education organization representatives, higher education members, Title V, JOM, Parent Advisory Committee representatives, as well as other members of the State, appropriate for this activity.

. . . . . .

Everybody that registered here will have a very special place in the annals of Indian education... On the other hand, there is a tremendous responsibility and accountability that rests on our shoulders.

Mr. Bordeaux
(WHCIE Co-Chair)

In order to facilitate effective communication between State efforts and the coordination of the Task Force, the State-wide committees selected a contact person. The State contact was the person whom the Task Force communicated directly with on the progress of the Conference, coordination of activities and other matters.

The State contract was the communication link for the State Steering Committee to the Task Force. The State Steering Committee was the communication link to the local communities. It was extremely important for State-wide Planning Steering Committee representatives to take a highly active role. It was these representatives who generated the effectiveness of the overall White House Conference on Indian Education by motivating Indian people in the local communities to participate and input their concerns and ideas.

In June 1991, Memorandum of Agreements (MOA) were made available from the Task Force/Department of the Interior to each State Steering Committee to provide them technical and financial assistance. These MOAs enabled each State Steering Committee to organize and conduct conferences and other meetings in order to prepare for the White House Conference on Indian Education.

Under each MOA, the State Steering Committee Contact person was responsible for their State activities related to the overall planning, organizing and meeting that helped prepare and finalize their recommendations to the Conference. The State Steering Committee Contact person was also responsible for all the reporting requirements under the Memorandum of Agreement.

Decisions regarding required activities under the Memorandum of Agreement were made by the State Steering Committee and carried out by the State Steering Committee Contact person. The primary purpose of these committees was to make recommendations to the Conference.

As a result of these efforts 30 State, Regional and a tribal reports were accomplished under the Memorandum of Agreements. Several Steering Committees have continued their efforts, such the Nevada State Indian Education Committee, who adopted a State resolution to keep the State Indian Education Committee an on-going effort, and the New Mexico Steering Committee who held a post-conference and made a presetion before their State Legislative Education Study Committee. Many States involved with the White House Conference on Indian Education had post-conference activities to review and the conference resolutions, as well as to take a closer look at their individual State reports and recommendations for implementation purposes.

DELEGATE RESPONSIBILITIES . . .

The role and responsibilities of the Delegates appointed to the White House Conference on Indian Education was to give direction regarding the purpose of the White House Conference on Indian Education in accordance to Public Law 100-297, as amended. These purposes included:

(1) explore the feasibility of establishing an independent Board of Indian Education that would assume responsibility for all existing Federal programs relating to the education of Indians, and (2) develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians, in accordance with the findings set forth in section 5501.

To accomplish these purposes appointed Delegates took several actions including but not limited to: meeting informally with individual State groups and individuals to get input on possible resolutions; participating in State-wide precoferences; reviewing preconference recommendations complied by the Task Force; discussing and developing Conference resolutions and plans of action in work sessions during the Conference and adopting proposed resolutions in work sessions before the resolutions were brought to the floor on the last day in the Delegate resolution assembly.

The Delegates achieved more than was expected for the White House Conference on Indian Education.

▶ Conference Structure and Goals . . .

The purpose of the White House Conference on Indian Education was to develop recommendations for the improvement of educational programs to make the programs more relevant to the needs of Indians. As simple as this purpose is stated the difficulty of developing recommendations which are answerable and accountable to Indians in rural and urban situations as well as Indians who are Federally recognized and Indians not Federally recognized was not an easy task. The Advisory Committee of the White House Conference on Indian Education developed and adopted guiding principles from which conference action could be guided.

The Advisory Committee to the White House Conference on Indian Education in adopting the guiding principles of the White House Conference on Indian Education believed that there must be significant changes in the education of American Indians and Alaska Natives before quality education can be realized nationally. The changes must be action oriented, innovative, community and tribally based, with those in control and responsible and held accountable for providing quality education. The critical items to achieve this overall belief are responsibility and accountability, change and quality improvement and commitment and involvement.

The guiding principles were very important in shaping the Conference activities. Pre-conference recommendations were developed from State Reports for the national conference. The State recommendations were placed into categories which were designed to cover all topic areas identified for the Conference with the intend to help faciliate the development of resolutions and plans of action, provide clear implementation guidance, and to ensure that all State recommendations received Delegate consideration. The categories for each of the topic areas were: student needs; family needs; community/tribe needs; educational institution, state, federal and other issues. The approach used was a holistic approach which allowed for areas affecting student outcomes to be included in such areas as housing issues, health issues, and transportation issues.

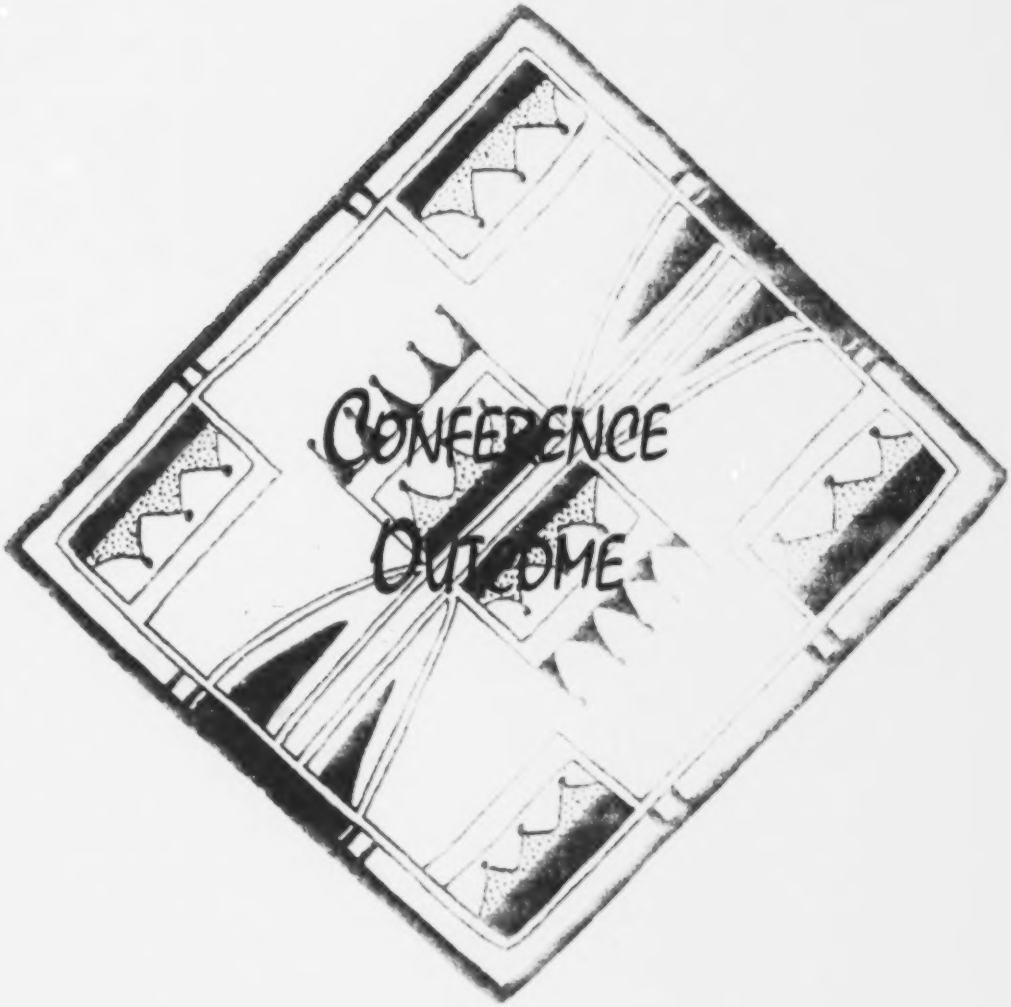
Another important factor in developing recommendations was the adoption of the Conference rules to govern the process and procedures for the adoption of the Conference resolutions and plans of action.

The Final Adopted Rules were effective in the organization of the overall Conference. The rules were particularly effective during the Delegate Resolution Assembly.

The guiding principles, the work session process and strategy, and the final adopted rules provided the structure necessary for a successful conference. The Conference structure allowed for local issues and ideas to be addressed and reviewed through the preconference recommendations and participation of many Delegates in "township style meetings" called work sessions of the Conference. The structure allowed for an open forum session for individuals to present educational findings and recommendations to the Conference for work session use. The Delegate Resolution Assembly gave Delegates opportunities for open debate on approved work session resolutions before final adoption of resolutions.

Overall, the conference structure proved to be an effective process in reaching the White House Conference on Indian Education goals.

CHAPTER THREE



PREFACE

The White House Conference on Indian Education (WHCIE) was enacted as Public Law 100-297. The Conference was convened on January 22, and adjourned on January 24, 1992. The Conference was mandated to develop recommendations to improve Indian education services. The Conference was structured into working sessions that maximized efforts to develop recommendations.

This Conference was uniquely designed to facilitate solutions, not revisit and redebate known problems. This goal was realized within the resolutions and plans of action. Additionally, there was the expectation that the solutions would produce a holistic picture that brought to light Indian education, health, and cultural needs. This holistic overview of needs did occur which helped to identify actions and solutions in a comprehensive manner.

Other broad issues and proposals that were predominated throughout the development of the resolutions included a heavy emphasis on tribal involvement and control at all levels of education planning and administration. Tribes were targeted for having their capabilities strengthened through the development and application of appropriate tribal codes and support services.

Another proposal was the partnerships that could be established among parties responsible for elevating the quality and capabilities Indian education personnel and services. These partnerships were very important in many of the strategies recommended to achieve specific goals. These strategies included linkages between educational institutions to expand opportunties for students and communities, networking between specific American Indian/Alaska Native and tribal organizations to share technical resource capabilities, and partnerships between tribal, State and Federal agencies to more effectively maximize and fulfill their respective responsibilities.

Culturally relevant and accurate information and materials was an overwhelming concern on all fronts. The resolutions proposed that there was a need to develop and provide culturally appropriate curriculum, materials, standards and other resources for a variety of purposes. These purposes included providing education personnel with the necessary knowledge and expertise to effectively serve Indian students and communities. It was also expected that these tools would provide new standards of achievement for both students and institutions, as well as allow for greater determination on scope of need in a truly relevant and holistic manner.

This reference document highlights the resolutions adopted by the Delegates to the White House Conference on Indian Education, held in Washington, D.C. on January 22-24, 1992. The corrections presented in this version were made in accordance with a review of the official written transcript of the White House Conference on Indian Education, Plenary Session, January 24, 1992.

TOPIC 1 - GOVERNANCE OF INDIAN EDUCATION/ INDEPENDENT BOARD OF EDUCATION

1-1 *THEREFORE, BE IT RESOLVED, that the Bureau of Indian Affairs (BIA) immediately request an eight (8) million dollar supplemental appropriation to alleviate FY 92-93 ISEF and student transportation shortfalls due to the BIA underfunding.*

NO ACTION PLAN INCLUDED.

1-2 *THEREFORE, BE IT RESOLVED, to oppose a proposal by the BIA Reorganization Task Force to place the Johnson-O'Malley Program on the Indian Priority System effective in FY '93.*

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan "That the Johnson-O'Malley Program not be banded and put on the Indian Priority System (IPS)."

NO ACTION PLAN INCLUDED.

1-3 *THEREFORE, BE IT RESOLVED, that Federal legislation be enacted to authorize all tribes that have developed the capabilities to exercise tribal authority over all Federal education functions, programs, and services on their respective reservations and in Indian communities. The legislation shall provide adequate fiscal support, in accordance with P.L. 100-297, to develop, implement, and maintain tribal departments of education.*

Also, that tribes have the prerogative and option, in accordance with their sovereignty, codes, and plans to receive all Federal funds generated within the respective tribal jurisdictions and territories.

This authority would allow for the development of a planning process whereas tribal members would be consulted to develop codes and standards which reflect the cultural values of the respective tribes.

ACTION PLAN INCLUDED.

1-4 *THEREFORE, BE IT RESOLVED, that we, the Delegates convened for the 1992 White House Conference on Indian Education, on behalf of the Indian communities and the young people we represent,*

hereby unanimously request and urge the President of the United States to issue an Executive Order formalizing his statement of policy on tribal sovereignty and personally to reaffirm the United States' trust responsibility to Indian Nations, the U.S. government-to-government relationship with tribal governments, and the U.S. commitment to local tribal control of schools (self-determination); and

This Executive Order should include a prompt and thorough inventory and review of all resources of executive offices and agencies that directly or indirectly affect Indian education from early childhood to continuing education adult programs, especially those programs due for reauthorization in 1993; and

. . . . . .

When the quincentennial is upon us, we have to convey to America, educate them on Indian people. We are the native people of this country, and we deserve the rightful education that we're not given.

Ms. N. Garcia (WHCIE Co-Chair)

This review should provide evaluations of federal resources and existing laws, rules and regulations governing federal services to more effectively enhance the sovereignty of Indian nations and fully implement their initiatives to improve and enhance the education of their young people while maintaining their cultural integrity; and

That legislation be enacted to provide direct financial support to tribal governments for establishing tribal departments of education, development of educational blueprints and tribal codes and/or ordinances governing education.

BE IT FURTHER RESOLVED, that this resolution be submitted to the leadership of both houses of the U.S. Congress for its consideration and implementation; and further, that this resolution also be submitted to all presidential candidates and leadership of the Democratic and Republican parties.

THEREFORE, BE IT FINALLY RESOLVED, that the White House Conference on Indian Education vigorously pursue the dissemination of the true character of the Federal/Indian relationship to all Federal agencies that deliver education services to American Indians and Alaska Natives.

NO ACTION PLAN INCLUDED.

1-5 *NOW, THEREFORE, BE IT RESOLVED, that no further planning nor implementation of any Independent Board of Indian Education be considered by the Delegates to the White House Conference on Indian Education; and*

BE IT FURTHER RESOLVED, that P.L. 100-297 be amended to delete this proposed action.

NO ACTION PLAN INCLUDED.

TOPIC 2 - WELL BEING OF INDIAN COMMUNITIES AND DELIVERY OF SERVICES

2-1 *THEREFORE, BE IT RESOLVED, that American Indian and Alaska Native students will have the opportunity for improved counseling services. These services would include life coping skills, mental health counseling, traditional healing practices involving tribal/community support.*

THEREFORE, BE IT RESOLVED, that American Indian and Alaska Native students will have the opportunity for support services which includes funding, services and trained professionals regardless of residency. This is to include the need for parent day care programs and specialized classes for Indian students and health screening.

THEREFORE, BE IT RESOLVED, that retention of Native students must be a priority. Plans to increase counseling and academic services for support of Native students to succeed is necessary. High standards and expectations are a must for Native students and we must emphasize quality and academic preparation. Native students must be encouraged to reach high goals and receive instruction and academic counseling. This is from early childhood to higher education.

ACTION PLAN INCLUDED.

. . . . . .

It is important for America to see the positives that exist in Indian Country, the leadership that exists in Indian Country, and the strong tribal government.

Director B. Martin (WHCIE Task Force)

2-2 *THEREFORE, BE IT RESOLVED, to assure accountability and safeguard funding and other resources (staff/facilities) to tribes and tribal organizations.*

NO ACTION PLAN INCLUDED.

2-3 *THEREFORE, BE IT RESOLVED, that there should be a uniform funding schedule for all educational programs on a calendar year basis for planning purposes.*

THEREFORE, BE IT RESOLVED, that funds be identified for tribes to establish a local education and educational support services plan.

NO ACTION PLAN INCLUDED.

2-4 *THEREFORE, BE IT RESOLVED:*

1. That equal time be given to American Indian/Alaska Native students to practice and take part in and celebrate their religious ceremonies; and

2. That all educational programs to receive federal funds shall adhere to the Indian Religious Freedom Act consistent with the United States Constitution, the United States Supreme Court precedent and congressional enactment.

NO ACTION PLAN INCLUDED.

2-5 *THEREFORE, BE IT RESOLVED, that there be Indian education and administrative professionals involved in the education of Indian/Alaska Native youth.*

THEREFORE, BE IT RESOLVED, that we integrate Indian/Alaska Native history and culture as an ongoing part of the mainstream curriculum.

THEREFORE, BE IT RESOLVED, that there should be accountability for student outcomes and meeting of educational goals and objectives from early childhood through adult programs.

ACTION PLAN INCLUDED.

2-6 *THEREFORE, BE IT RESOLVED, that set-aside funds for Head Start that will include full funding for early childhood services for all Indian organizations, both tribal and urban and rural regardless of income and residency.*

THEREFORE, BE IT RESOLVED, that greater autonomy and independence be afforded to tribes and Indian community based organizations to provide comp...nsive integrated services that are school based.

ACTION PLAN INCLUDED.

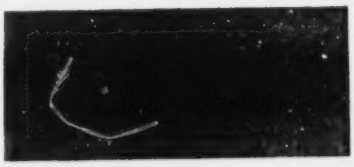
2-7 *THEREFORE, BE IT RESOLVED, that communities define their own comprehensive needs. There be funding to provide quality services including parenting, mental health, social services, legal services, and other unmet needs to ensure the education of community members and to amend P.L. 100-297 which empowers local school boards to authorize and mandate funds for legal services to local school boards whose decisions may necessitate the hiring of a lawyer to represent them.*

THEREFORE, BE IT RESOLVED, that facilities be adequate, comfortable, appropriate, accessible for students and year-round community services.

THEREFORE, BE IT RESOLVED, that adequate funding be made available for existing facilities to be renovated or new construction when necessary to include maintenance costs.

ACTION PLAN INCLUDED.

TOPIC 3 - LITERACY, STUDENT ACADEMIC ACHIEVEMENT AND HIGH SCHOOL GRADUATION



3-1 *THEREFORE, BE IT RESOLVED, that funding formulas which include state weighing funding factors be established to assure equitable per pupil distribution; and*

THEREFORE, BE IT RESOLVED, that long-term funding patterns include consideration for a sequence of funding reflecting realistic planning, pilot, phase in and full program funding progression; and

THEREFORE, BE IT RESOLVED, that programs that yield successful student outcomes must be rewarded with long-term funding; and

THEREFORE, BE IT RESOLVED, that funds be appropriated on a regional need.

ACTION PLAN INCLUDED.

3-2 *THEREFORE, BE IT RESOLVED, that a National Study Group on Pedagogy in Indian Education be established; and*

THEREFORE, BE IT RESOLVED that this Study Group be comprised of Indian professionals, practitioners, parents, students and tribal leaders; and

THEREFORE, BE IT FURTHER RESOLVED, that the Secretary of Education, in his address to the Delegates of the White House Conference on Indian Education, urged support and involvement in the American 2000 Project; and

BE IT FURTHER RESOLVED, that funding for this Study Group be funding through the American 2000 program budget.

ACTION PLAN INCLUDED.

3-3 *THEREFORE, BE IT RESOLVED, that the Federal government in exercising of its trust responsibility shall require that each school and program receiving federal funds ensure the participation of parents and tribal/community leaders in planning, evaluating, governing and assessing the operation and performance of educational programs.*

ACTION PLAN INCLUDED.

3-4 *THEREFORE, BE IT RESOLVED, that alternative assessment instruments, that are culturally appropriate be used to assess performance of American Indian/Alaska Native Children in addition to non-biased standardized tests; and*

THEREFORE, BE IT RESOLVED, that Congress will appropriate monies to establish and maintain regional American Indian/Alaska Native Educational Research Centers for the dissemination of information on innovative techniques and programs. Continuous funding must be made available to prepare our students for the twenty-first century.

ACTION PLAN INCLUDED.

3-5 *THEREFORE, BE IT RESOLVED, that American Indian/Alaska Native students will have access to curriculum and material which provides accurate and relevant information on the language, history, and culture of the American Indian/Alaska Native.*

ACTION PLAN INCLUDED.

3-6 *THEREFORE, BE IT RESOLVED, that all American Indians/Alaska Natives be exempt from the desegregation order; and*

THEREFORE, BE IT RESOLVED, that all American Indian Alaska Native people shall maintain their unique status as sovereign nations and therefore afforded access to the public school system; and

THEREFORE, BE IT RESOLVED, that congress will mandate and enforce legislation that acknowledges and protects the unique status of American Indian/Alaska Native students in the educational systems in this country.

ACTION PLAN INCLUDED.

3-7 THEREFORE, BE IT RESOLVED, that Congress shall allocate separate funds and/or set aside funds from the America 2000 Initiative and create Indian focus schools in congressional districts as demographics indicate a need.

ACTION PLAN INCLUDED.

. . . . . .

Enforcing the parental contributions to the planning, operation and evaluation.

Mr. Hatch (MI)

3-8 THEREFORE, BE IT RESOLVED, that the strengthening of the commitment of states be initiated through mandated state/local Indian Advisory Councils to state education agencies to conduct the following tasks:

1) *Collect, aggregate, analyze and disseminate to local, state and national level data on Indian student achievement, graduation, dropout, retention, student transfer and enrollment data by race, gender, and grade level. Currently there is no apparent lack of consistent and comprehensive data on Indian education achievement.*

2) *Assure Indian/Alaska Native students have equitable educational <u>outcomes</u> by assuring accountability of public funds used by local education agencies for the education of Indian students.*

3) *To provide technical assistance to tribal governments in the formation of tribal education agencies and policies, and the development of articulated agreements between states and tribes toward resolving cross-jurisdictional issues.*

4) *Promote the development of State plans for Indian/Alaska Native Education which support the adoption and implementation of culturally and linguistically relevant programs by public schools.*

5) *To serve as a liaison to coordinate funding assistance programs such as Title VII - Bilingual Education, Chapter I, Title V, Special Education, Impact Aid, and state mental health and state health programs serving Indian communities.*

6) *Advocate for state-based legislation for the assurance of a continuum of comprehensive educational services for Indian/Alaska Native children; and*

BE IT FURTHER RESOLVED, that the White House Conference on Indian Education as representatives of their local communities support the adoption of a new Title to the Indian Education Act with new appropriations with state match requirements.

NO ACTION PLAN INCLUDED.

3-9 *THEREFORE, BE IT RESOLVED, that school/parent/tribal partnerships establish effective strategies for compliance beyond regulatory guidelines.*

ACTION PLAN INCLUDED.

3-10 *THEREFORE, BE IT RESOLVED, that each school and program receiving federal funds will ensure the participation of parents and tribal/community leaders to help plan, evaluate, govern, and access the operation and performance of their educational programs; and*

THEREFORE, BE IT RESOLVED, that participation includes recommendations for the following accountability:

a) Ensuring that laws are enforced by tribes and/or school boards; and

b) Adopting cooperative agreements between tribes, schools, and agencies affecting the education of Indian students which clearly define the roles and responsibilities of each.

THEREFORE, BE IT RESOLVED, in the event that partnerships with parents/tribes are not working strategies for dealing with non-compliance must be developed and enforced (i.e., requiring the loss of Federal funds for non-compliance).

a) Establish compliance centers with tribes/native communities to reflect the needs of Native people; and

b) Re-enforce and strengthen Federal compliance procedures.

NO ACTION PLAN INCLUDED.

3-11 *THEREFORE, BE IT RESOLVED, to identify, assign and coordinate the responsibility for effectiveness, improvement and excellence of education for all students; and*

THEREFORE, BE IT RESOLVED, that Indian/Alaska Native communities must receive assistance in assessing local needs, resources for funding, and development of programs to meet the need of all Indian/Alaska Native students; and

THEREFORE, BE IT FURTHER RESOLVED, that state education agencies and LEAs form partnerships with Indian parents, communities and tribes which result in successful academic achievement.

NO ACTION PLAN INCLUDED.

. . . . . .

The line between success and failure, both on the personal level and on the global scale, will be determined by who is educated and who is not.

Secretary Manuel Lujan (DOI)

3-12 *THEREFORE, BE IT RESOLVED, that it is the responsibility of the Federal government to meet the educational needs of the American Indian/Alaska Native and the Right of American Indian/Alaska Native parents, tribes and communities to determine how those needs will be met.*

ACTION PLAN INCLUDED.

3-13 *THEREFORE, BE IT RESOLVED, it is the responsibility of the Federal government to meet the educational needs of the American Indian/Alaska Native and the Right of American Indian/Alaska Native parents, tribes and communities to determine how those needs will be met; and*

Identify, assign and coordinate the responsibility for effectiveness, improvement, and excellence of education for all students; and

Each school and program receiving Federal funds will ensure the participation of parents and tribal/community leaders to help plan, evaluate, govern and assess the operation and performance of their educational programs.

Participation includes recommendations for the following accountability:

a) Ensuring that laws are enforced by tribes and/or school boards.

b) Adopting cooperative agreements between tribes, schools and agencies affecting the education of Indian students which clearly define the roles and responsibilities of each.

ACTION PLAN INCLUDED.

3-14 *THEREFORE, BE IT RESOLVED, that schools develop, implement and research parental support programs using federal and/or state incentive grants/funding; and*

THEREFORE, BE IT FURTHER RESOLVED, that results of funded programs be documented and widely disseminated.

ACTION PLAN INCLUDED.

TOPIC 4 - SAFE, ALCOHOL/DRUG-FREE SCHOOLS

4-1 *THEREFORE, BE IT RESOLVED, that tribes and Indian/Alaska Native organizations need stable, long-term funding with provisions for meaningful and relevant input from appropriate tribal and community leadership.*

ACTION PLAN INCLUDED.

4-2 *THEREFORE, BE IT RESOLVED, that community-based Family Healing Centers are needed on reservations and urban and rural communities to provide the following support services:*

a) Alcohol & Drug Abuse Education and Prevention.

b) Crisis Intervention and Follow-up.

c) Youth Support Groups.

d) Outreach Services.

e) Child care.

f) Resource Information.

g) Family Treatment (focus on whole family).

h) Cultural/Drug/Alcohol Free Recreation.

i) Referral Services.

j) Teen Multi-Service Centers.

k) Abuse and Neglect Intervention and Referral.

l) Collaboration & Coordination of services at Local, State, Tribal and Federal levels.

m) Fetal Alcohol Syndrome information and prevention and teen pregnancy issues.

THEREFORE, BE IT RESOLVED, that Indian/Alaska Native tribes and Indian/Alaska Native organizations possess the trained personnel to deliver these services from a cultural, spiritual and community perspective.

THEREFORE, BE IT FURTHER RESOLVED, that Federal agencies be required to establish Memorandum of Agreements that provide sufficient resources to implement and maintain these Family Healing Centers.

NO ACTION PLAN INCLUDED.

4-3 *THEREFORE, BE IT RESOLVED, that comprehensive treatment planning must address a client's total needs.*

THEREFORE, BE IT RESOLVED, that there be an increase and/or earmarked funding for coordinated effort to develop post-treatment resources.

ACTION PLAN INCLUDED.

4-4 *THEREFORE, BE IT RESOLVED, that the above recommendation be applied to funding sources including, but not limited to IHS, BIA, OSAP and the U.S. Department of Education requiring that services to tribes and urban/rural community-based prevention/intervention treatment services support the development of culturally sensitive materials be adopted with the accompanying action plan.*

ACTION PLAN INCLUDED.

4-5 *THEREFORE, BE IT RESOLVED, that public school personnel and other care giving personnel be required to complete multi-cultural education training which includes Native American history, education, culture and family dynamics.*

BE IT FURTHER RESOLVED, that Institutes of Higher Education through their NCATE standards includes this same training for teaching initial and renewal certification requirements.

BE IT FURTHER RESOLVED, that recognized community-based Native American trainers be utilized as local experts in the training.

BE IT FINALLY RESOLVED, that all federally-funded training programs for educational personnel be reflective with the intent of this resolution.

ACTION PLAN INCLUDED.

4-6 *THEREFORE, BE IT RESOLVED, that a legislative amendment to the Drug Free Schools and Community Act, P.L. 99-570, is sought to include "elementary and secondary schools funded for Indian/Alaska Native children" by the Department of the Interior within the definition of a "local education agency" (LEA) so that these schools serving Indian/Alaska Native children will be eligible to:*

a) Receive state drug free schools monies for the development of drug free school programs;

b) Receive training and technical assistance from the five Regional Centers for Drug-Free Schools and Communities; and

c) Receive funds designated by the Department of Education as discretionary funds.

ACTION PLAN INCLUDED.

4-7 *THEREFORE, BE IT RESOLVED, that funding be allocated for the development, acquisition, and implementation of elementary and secondary school and drug abuse education and prevention curriculum, textbooks and materials, including audio-visual materials which:*

a) Clearly and consistently teach that illicit drug use is wrong and harmful;

b) Is culturally relevant; and

c) Clearly delineates culturally specific, age and developmentally appropriate learning objectives which can be infused into the curriculum.

ACTION PLAN INCLUDED.

4-8 *THEREFORE, BE IT RESOLVED, that tribes and Indian communities take the leadership role in promoting a safe and healthy environment with cultural sensitivity.*

NO ACTION PLAN INCLUDED.

4-9 *NOTE: THERE IS NO RESOLUTION NUMBERED 4-9.*

4-10 *THEREFORE, BE IT RESOLVED, that IHS establish national chemical dependency certification standards which incorporate the recommendations of this resolution.*

BE IT FINALLY RESOLVED, that IHS establish resources which enable these recommendations to occur.

ACTION PLAN INCLUDED.

4-11 *WHEREAS, the delegates have reviewed state recommendations for a safe school environment in that the United States Government, as per its trust responsibility, must provide construction funds for safe and adequate facilities for American Indian and Alaska Native children attending P.L. 815 public schools, BIA-funded schools, and tribally-controlled community colleges due to the outdated and dilapidated conditions of these facilities.*

ACTION PLAN INCLUDED.

4-12 *THEREFORE, BE IT RESOLVED, that the Delegates have reviewed recommendation #12 and found that access to accurate and up-to-date information is lacking in Indian communities; and*

BE IT RESOLVED, that funding be sought for the establishment and operation of a national clearinghouse that will develop, publicize the availability of, and widely disseminate the most readily available, accurate, and up-to-date information on effective programs, audio-visual material and other curricular materials for drug abuse education and prevention programs in elementary and secondary programs designed for Indian youth, and coordinate activities with national media efforts; and

BE IT FURTHER RESOLVED, that funds be awarded to individuals, educational agencies, community-based organizations, and tribal groups for the purpose of researching and developing materials pertinent to the alcohol and other drug issues among Indian youth and their families for the purpose of program development and dissemination; and

BE IT FINALLY RESOLVED, that model youth programs which demonstrate success in reducing use/abuse of alcohol and other drugs be developed, implemented and replicated and that necessary resources, including funding, be provided for establishment of on-going maintenance.

ACTION PLAN INCLUDED.

TOPIC 5 - EXCEPTIONAL EDUCATION

5-1 *THEREFORE, BE IT RESOLVED, that all agencies receiving Federal dollars shall ensure equitable access to appropriate services for all American Indian/Alaska Native students, on and off reservation.*

NO ACTION PLAN INCLUDED.

5- *THEREFORE, BE IT RESOLVED, that to allocate funding to meet the comprehensive educational needs of exceptional American Indian/Alaska Native in any educational setting including public, Bureau, private, and others on and off reservation.*

ACTION PLAN INCLUDED.

5-3 *THEREFORE, BE IT RESOLVED, that the Federal government shall allocate new funds for research and development of culturally-appropriate assessment for American Indian/Alaska Native (on-off reservation) for all categories of appropriate services and placement.*

ACTION PLAN INCLUDED.

5-4 *THEREFORE, BE IT RESOLVED, to provide funding for training of parents, guardians, community, all professionals providing services to American Indian/Alaska Native students with other special needs other than those identified in P.L. 94-142, as amended.*

NO ACTION PLAN INCLUDED.

5-5 *THEREFORE, BE IT RESOLVED, that the Federal government establish and implement a program of research, demonstration, evaluation, dissemination, to improve the identification/ assessment, instruction, curriculum, and administration of programs for exceptional infants, children, youth, and adults.*

ACTION PLAN INCLUDED.

5-6 *THEREFORE, BE IT RESOLVED, that existing legislation P.L. 94-142, P.L. 100-297, and P.L. 101-477 benefiting exceptional American Indian/Alaska Native with disabilities and who are gifted and talented, be fully funded, implemented and enforced to ensure that appropriate educational opportunities are being provided by: LEA's, state, tribal, BIA, and all other service providers.*

ACTION PLAN INCLUDED.

5-7 *THEREFORE, BE IT RESOLVED, that tribes, states, and the Federal Government develop comprehensive educational plans for American Indian/Alaska Native people - unborn to adults, that will include a mission statement, goals, objectives, action plans, and an evaluation process to provide comprehensive, quality services to develop persons with exceptional needs into contributing members of their communities.*

ACTION PLAN INCLUDED.

5-8 *THEREFORE, BE IT RESOLVED, that proposals related to reform, restructuring, and development of alternative educational programs, methods, techniques, and services address the integration of programs and services for American Indian/Alaska Native with exceptional needs.*

ACTION PLAN INCLUDED.

5-9 *THEREFORE, BE IT RESOLVED, that BIA funded schools be funded at levels not less than other schools in their area, i.e., basic ISEP allotments shall be equal to or greater than state foundation allocations for the same time period.*

NO ACTION PLAN INCLUDED.

5-10 *THEREFORE, BE IT RESOLVED, that Indian Health Service be directed to do research and develop an American Indian/Alaska Native data base on Fetal Alcohol Effects/Fetal Alcohol Syndrome.*

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review, and where necessary, modifications be made prior to its implementation.

NO ACTION INCLUDED.

TOPIC 6 - READINESS FOR SCHOOL

6-1 *NOW.THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly supports the concept, and implementation of comprehensive Early Childhood Programs for all American Indian/Alaska Native students; and*

BE IT FURTHER RESOLVED, that successful Early Childhood Programs shall be affirmed by the President and Congress to include the following components:

1. *Increase funding to provide full participation by all children;*
2. *Income eligibility requirements to be abolished;*
3. *Effective teacher/staff training be implemented;*
4. *Teachers must be early childhood certified by year 2000;*
5. *Comprehensive parent training and parental involvement be made a priority;*
6. *Early screening procedures be mandated for early detection of learning disabilities and the skills of gifted/talented that would enhance learning abilities of all children;*
7. *Respect the use of Native American culture and language in the educational process of Indian children at an early age to enhance the level of pride and self-esteem in learning;*
8. *Provide funding for safe educational facilities;*

. . . . . .

We're all here today to try and put together a final product that is going to be extremely important for Indian education in this next decade.

Mr. R. Swimmer
(Chair, Advisory Committee);

9. *Provide increased funding for safe transportation;*

10. *Provide competitive salaries for qualified and dedicated teachers and personnel;*

11. *Review and revise rules and regulations to ensure consistency in early childhood education programs;*

12. *Encourage inter-agency working relationships.*

. . . . . .

I'm calling for some form of Indian-controlled entity to assure accountability for the programs that serve our kids.

Mr. Tonemah (OK)

AND BE IT FURTHER RESOLVED, that Delegates of the White House Conference on Indian Education hereby direct the Bureau of Indian Affairs, Office of Education; Health and Human Services and other educational agencies to establish legislation regarding Early Childhood Education that will ensure a united effort by all agencies to institute an effective learning atmosphere for all of our American Indian/Alaskan Native children by the year 2000.

AND BE IT FURTHER RESOLVED, that comprehensive Early Childhood Education must have a key family and extended family role, as it impacts immediate, short term and long range program goals, and that complete the following action steps:

1. *Immediate Action Steps:*
   a) *Home based consultations with parents and extended family members*
   b) *Sponsor family events to acquire parental input*
   c) *Sponsor workshops in the Early Childhood Education Program (ECEP) planning process for parents*
   d) *An orientation to ECEP goals and the expected role that family members have*
   e) *Provide a parental sign-off or agreement process*

2. *Short Term*
   a) *Actively identify active parents*
   b) *Promote active parents to recruit additional parents to participate in planning, even having home meetings*
   c) *All training plans must have balanced family membership*
   d) *Delegation of training plans be placed with family*
   e) *Require a parent/tribal leadership partnership in program visits*
   f) *Require a grandparents advisors groups that elicits input from elders*

3. *Long Term*
   a) *Funding allocations will reward tribes and organizations that have comprehensive plans for ECEP with integral parent/family involvement. Perhaps waivers to some regulations.*
   b) *Provide a resource inventory to parents about ECEP,. to provide all alternatives including family based options, helping parents to plan.*

c) *Involve parents in transitional skills, to address parental control and involvement at differing levels, such as moving from the Head Start PPC to Schools PTA.*

d) *Demonstrate annual updates in comprehensive planning with family involvement.*

e) *Grandparents and extended family review and sign-off.*

f) *Inter-Agency Agreements be established to provide for family support programs.*

g) *A comprehensive inter-Agency parent training program to include, but not excluding others, the following:*

1) *Parent Effectiveness Training*

2) *Sex Education - for individuals and for families*

3) *Health Education in:*

a) *the home*

b) *the school*

c) *the community*

d) *tribal colleges*

4) *Adult Basic Education*

5) *Self-growth*

6) *Pre-natal*

ACTION PLAN INCLUDED.

6-2 *THEREFORE, BE IT RESOLVED, that Congress appropriate an additional $17 million to create Urban Indian Head Start Programs that would provide educational services to Indian Children.*

NO ACTION PLAN INCLUDED.

6-3 *THEREFORE, BE IT RESOLVED, that the White House Conference Delegates recommend that the Chief of the American Indian Program grants Region Eleven of the Head Start Bureau be staffed by an Indian or Alaska Native.*

NO ACTION PLAN INCLUDED.

6-4 *THEREFORE, BE IT RESOLVED, that Indian Tribes,/Alaska Natives firmly request the U.S. Secretary of Education require that all educational agencies list and report the availability of <u>all</u> early childhood educational programs to Indian tribes/Alaskan Natives.*

ACTION PLAN INCLUDED.

6-5 *THEREFORE, BE IT RESOLVED, that American Indian/Alaska Native Pre-Kindergarten programs be made eligible for funding for educational programs under the Bureau of Indian*

Affairs, OIEP Programs and the U.S. Department of Education, Office of Indian Education.

NO ACTION PLAN INCLUDED.

6-6 *NOTE: THERE IS NO RESOLUTION NUMBERED 6-6.*

6-7 *THEREFORE, BE IT RESOLVED, that each State in the Union that has large populations of Indian people should have or create an Indian Education Division/position within their State Department of Education.*

NO ACTION PLAN INCLUDED.

7-8 *THEREFORE, BE IT RESOLVED, that it is recommended that fifteen percent of the National Head Start budget be set aside specifically for the American Indian/Native Alaska programs branch funding to increase the number of Indian/Alaska Native children being served.*

NO ACTION PLAN INCLUDED.

TOPIC 7 - NATIVE LANGUAGES AND CULTURE

7-1 *NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for; the language and culture of American Indians and Alaska Natives by the following actions:*

Amend S.2044 by adding a new chapter amending Title VII, the Bilingual Education Act of 1965 (20 U.S.C. 3001) to include a new chapter for American Indian and Alaska Native bilingual education.

A. *Ensure the strengthening, preservation, and revival of native languages and cultures to permit students to learn their tribal language as a first or second language.*

B. *Encourage opportunities to develop partnerships (in programs funded or amended by S.2044) between schools, parents, universities, and tribes.*

C. *Provide for long term assessment and evaluation of programs funded under this new chapter.*

The purpose of this part will be to evaluate the effectiveness of programs, conduct research (including heuristic, anthropological, ethnographic, qualitative, quantitative research), that would lead to a better understanding of language development and to identify exemplary models for other groups.

White House Conference on Indian Education

D. *Native language teacher competence must meet competency requirements established by tribes. These standards may be developed in cooperation with the advice of language experts of the tribes and universities that are responsible for teacher training programs.*

E. *Allow for program development based on successful education programs as well as new models that are innovative and explore new theories on bilingual education and language development including emersion programs.*

ACTION PLAN INCLUDED.

7-2 *NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:*

1. *Amend Senate Bill 2044 to provide for the:*

   A. *Inclusion of "Language, Literacy, and Culture" in the Title; and use of the terminology "Language/Culture" throughout the Act.*

   B. *Development of curricula for Language/Culture, together with appropriation levels which enable the restoration of lost languages; and an overall appropriation of $200 million for language, literacy, and culture including model programs.*

   C. *Development of language literacy and culture certification standards by tribal governments, recognition of such certification by SEAs and accrediting institutions; and, appropriation levels which enable full implementation of the standards.*

   D. *Establishment of course credit for Native Language classes at institutions of higher education, by students who demonstrate literacy and proficiency in Native languages.*

   E. *Inclusion of American Indian/Alaska Native history and culture as a requirements for teacher certification of all teachers.*

   F. *Availability of appropriated funds to Indian/Alaska Native tribes and organizations including urban and rural Indian organizations, for Indian/Alaska Native language and culture.*

   G. *Allow American Indians and Alaska Natives to assume total responsibility for their education programs.*

   H. *Require state and local education agencies that receive federal funds to include American Indian and Alaska Native language, culture, and history into core curriculum.*

2. *Require the Office of Indian Education, U.S. Department of Education to collaborate with the Senate on S.2044 to include the recommendations heretofore set forth.*

ACTION PLAN INCLUDED.

7-3 *NOW, THEREFORE, BE IT RESOLVED, that: the White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by exempting all Indian education monies from the requirements of the Gramm-Rudman-Hollings Act.*

ACTION PLAN INCLUDED.

7-4 *NOW, THEREFORE, BE IT RESOLVED, that: The White House Conference on Indian Education hereby requests the President of the United States and the U.S. Congress to strengthen and increase support for the language and culture of American Indians and Alaska Natives by the following actions:*

1. *Require that the Office of Indian Education and the Bureau of Indian enforce legislative requirements for parental participation in the planning, implementation, and evaluation of programs under Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley Act.*
2. *That sign off parent committee authority be required and be limited to the authorized chairpersons of the parent committee in Title V, Subpart 1, P.L. 81-874 and Johnson-O'Malley programs.*
3. *That the Office of Indian Education establish grievance procedures for grantees and parent committees.*
4. *That local education agencies be accountable to the parent committee.*

ACTION PLAN INCLUDED.

7-5 *THEREFORE, BE IT RESOLVED, that the Federal Government establish and provide adequate funding for Native languages, literacy and cultural programs for American Indians and Alaska Natives as one of the Nation's highest priorities.*

NO ACTION PLAN INCLUDED.

7-6 *THEREFORE, BE IT RESOLVED, that immediate implementation of the Indian Nations At Risk Task Force Recommendations including those specifically related to American Indian and Alaska Native language, literacy, culture, evaluation, research and accountability.*

NO ACTION PLAN INCLUDED. PAGES 22-31 OF THE INDIAN NATIONS AT RISK; AN EDUCATIONAL STRATEGY FOR ACTION INCLUDED IN VOLUME I.

7-7 *THEREFORE, BE IT RESOLVED, that all funds appropriated for Indian and Alaska Native Education must have provisions for Indian control and accountability with appropriate language assessment.*

NO ACTION PLAN INCLUDED.

7-8 *THEREFORE BE IT RESOLVED, that:*

1. *The White House Conference on Indian Education Native Language and Culture Delegates hereby approve this resolution requesting the President of the United States, Honorable George A. Bush and Congress of both the Senate and the House of Representatives recognize, acknowledge and support the need for Native language and culture as a significant instrument to the improvement of American Indian/Alaska Native education.*
2. *The White House Conference on Indian Education Native Language and Culture Delegates also request that the Federal, public, parochial and community school systems receiving federal funding for American Indian/Alaska Native learners to expedite the implementation of the Indian Religious Freedom Act by immediately developing dress and hair code policies and regulations that reflect the traditional language, culture and religious expressions practiced by these students.*
3. *In this recognition and acknowledgment, the White House Conference on Native Languages and Culture Delegates further requests that the U.S. Department of Education recognize, acknowledge and support the importance to carry out the intent of this resolution.*

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

NO ACTION PLAN INCLUDED.

TOPIC 8 - STRUCTURE FOR SCHOOLS

8-R-1 *THEREFORE, BE IT RESOLVED, that "Regional Indian/Alaska Native Educational Research Institutes - It shall be the policy of the Federal government to provide sources of funding for Regional Indian/Alaska Native Educational Research institutes to develop and implement Regional Indian/Alaska Native Educational Research Plans for the purpose of: (1) Effecting Teaching Practices that maximize Indian and Native Alaska Learning; (2) Establish a repository of research information that is fully accessible by regional tribal groups, organizations and local education agencies; and (3) Developing a collaborative relationship between the institute and regional tribal groups, organization and local education agencies in the creation of the research plans."*

ACTION PLAN INCLUDED.

8-R-2 *THEREFORE, BE IT RESOLVED, that it shall be the policy of the Federal government to maximize full funding for Indian education programs based on locally assessed needs as determined by tribes, Indian/Alaska Native communities and schools.*

And it should further the policy of the Federal government to provide for coordination of funds for all Indian/Alaska Native education programs.

ACTION PLAN INCLUDED.

8-R-3 *THEREFORE, BE IT RESOLVED, that Congress pass legislation to ensure that the policy of the Federal government to promote and support the development of coordinated infrastructures for education services to all Indian/Alaska Native children as determined by tribes, Indian/Alaska Native communities and schools.*

ACTION PLAN INCLUDED.

8-R-4 *THEREFORE, BE IT RESOLVED, that "It shall be the policy of the Federal government and states to support the development of appropriate alternative structures to address the unique cultural, linguistic and educational needs of Indian students as determined by tribes, Indian/Alaska Native communities and schools."*

ACTION PLAN INCLUDED.

8-R-5 *THEREFORE, BE IT RESOLVED, that, it shall be the policy of the Federal government to take immediate steps to fully implement those existing status, rules, regulations, court orders which support restructuring of schools.*

ACTION PLAN INCLUDED.

TOPIC 9 - HIGHER EDUCATION

T9-1 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly urges that the United States Department of Education create a research initiative for the Department of Indian Education dedicated specifically to American Indian/Alaska Native education and that in its implementation seek out American Indian/Alaska Native scholars who are committed to aggressively addressing the educational needs of American Indian/Alaska Native communities, and data and other information developed under these auspices must be disseminated widely but especially to American Indian/Alaska Native nations, organizations, and communities.*

ACTION PLAN INCLUDED.

T9-2 *THEREFORE, BE IT RESOLVED, that the White House Conference strongly recommends Federal government provide the necessary funds and technical assistance to Indian tribes/Alaska Natives to develop authentic tribal histories, develop learning centers for language and cultural presentation; develop capabilities of tribes to accredit tribal schools and certify teachers; and identify and eliminate all standardized tests administered by states which systematically eliminate prospective teachers; and*

Strengthen articulation networks between high schools and post secondary institutions. Four year state supported institutions lend expertise to K-12 schools and tribally controlled community colleges on Indian reservations.

ACTION PLAN INCLUDED.

T9-3 *THEREFORE, BE IT RESOLVED, that the White House Conference recommends that the President of the United States issue an Executive Order for the Tribally Controlled Community Colleges (TCCC), such that all cabinet level departments of the Federal government identify resources and implement contracts with Tribally Controlled Community Colleges to perform research and advance study; to achieve equity with President Reagan's Executive Order for Historically Black Colleges and Universities.*

ACTION PLAN INCLUDED.

T9-4 *NOTE: THERE IS NO RESOLUTION NUMBERED T9-4.*

T9-5 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education mandates that financial and other resources be provided to tribal education departments, tribal colleges, Indian institutions of higher education and Indian/Alaska Native students to increase the number of American Indians/Alaska Natives in graduate study in areas consistent with Indian/tribal community developmental needs.*

ACTION PLAN INCLUDED.

T9-6 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends amending the Carl D. Perkins Vocational and Applied Technology Education Act to provide assurance that a state plan for appropriated funds be earmarked for American Indians/Alaska Natives; and*

FURTHER RESOLVE to amend the Jobs Training Participation Act to provide appropriate funding to assist American Indians/Alaska Natives with transportation support.

ACTION PLAN INCLUDED.

T9-7 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that state certification include a requirement for teachers of elementary and secondary education to receive six hours of culturally relevant courses on American Indian and Alaska Native tradition and culture; and, the Federal government make available to tribal governments and Indian organizations funds to develop codes for institutional accreditation and certification of academic discipline.*

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

NO ACTION PLAN INCLUDED.

T9-8 *THEREFORE, BE IT RESOLVED, that the White House Conference conferees support and urge the Congress of the U.S. to provide supplemental funding to tribally controlled colleges and post secondary institutions supported by tribal resolution to increase the number of professional personnel within Indian Nations through retention programs and innovative learning strategies by enacting state and federal legislation.*

ACTION PLAN INCLUDED.

T9-9 *THEREFORE, BE IT RESOLVED, that the White House Conference strongly urges that state and federal government mandate that all teachers take courses in tribal sovereignty, culture and history of Native Americans.*

ACTION PLAN INCLUDED.

T9-10 *THEREFORE, BE IT RESOLVED, the White House Conference on Indian Education hereby requests that the President of the U.S. and the U.S. Congress to provide support for the Development and Operation of Tribally Controlled College through funding as authorized in the Tribally Controlled Community Colleges Act.*

Secondary Recommendations;

1. *That the Executive Branch provide increased funding resources and technical assistance for feasibility studies for tribal communities seeking to establish Tribal Community Colleges.*
2. *That Congress fund the Tribally Controlled College Act at the full authorized amount of $5,820 per student.*
3. *That Congress amend the Tribally Controlled College Act to provide funding for the development of graduate, post-secondary graduate and post graduate at tribally controlled colleges, and furthermore, that the Department of Education be authorized to provide funding for same.*

4. *That Congress fund the construction portion of the Tribally Controlled Community College Act.*

5. *That Congress fund the Technical Assistance portion/Section of the Tribally Controlled Community College Act.*

ACTION PLAN INCLUDED.

T9-11 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests that the President of the United States and the Congress of the United States support the American Indian Higher Education Consortium efforts to develop the consortium's distance learning capabilities which has the potential to establish an American Indian/Alaska Native University Network.*

ACTION PLAN INCLUDED.

T9-12 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education hereby requests that states provide financial support for non-Indian students attending tribally controlled colleges as tribal colleges do not receive funding through the Tribally Controlled College Act for these students.*

BE IT FURTHER RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

NO ACTION PLAN INCLUDED.

T9-13 *THEREFORE, BE IT RESOLVED, that the White House Conference mandates an increase in the number of Native Americans/Alaska Natives recruited, trained, and hired into the teaching profession.*

NO ACTION PLAN INCLUDED.

T9-14 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that colleges and universities establish articulation agreements with high schools which would furnish general education requirements to potential students and lend expertise to K-12 programs in "Indian Country" and urban and rural Indian/Alaska Native communities, tribally controlled colleges, and other post secondary institutions supported by tribal resolutions.*

NO ACTION PLAN INCLUDED.

. . . . . .

When we talk about education we must talk about education in a sense of how it relates to how it affects our lives at home like housing, law and order, employment, health, tribal courts, and particularly land and spirituality.

Mr. Bordeaux (WHCIE Co-Chair)

T9-15 *THEREFORE, BE IT RESOLVED, that the appropriate Federal agencies launch a major initiative to support implementation of the latest information technology for elementary, secondary and higher education in Indian/Alaska Native communities and in academic programs for American Indians/Alaska Natives.*

THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education requests that the President of the U.S. and Congress of the U.S. provide financial support for the establishment of Archives, preservation of archives and support of museums, and heritage centers for Tribes where research, preservation and promotion of the culture and heritage of its members can be accomplished.

Specifically:

A. *That the appropriate Federal government agencies immediately determine and implement advance technology that delivers post secondary education successfully to Indian/Alaska Native communities and programs.*

B. *That grants be made available by the Federal government to Native American/Alaska Native communities and educational programs for the purchase of high technology equipment and computer hardware and software to support local higher education.*

C. *That the Office of Indian Education provide technical training for Indian higher education staff to adapt and develop more appropriate and a greater number of technical tools to meet the specific needs of Indian/Alaska Native students and faculty.*

D. *That Congress appropriate funds and amend the appropriate statutes to provide for telecommunications for Indian/Alaska Native communities and higher education programs including access to the National Research and Education Network.*

E. *That federal and tribal programs provide support to organizations active in the area of cultural and historic preservation.*

NO ACTION PLAN INCLUDED.

T9-16 *THEREFORE, BE IT RESOLVED, that the White House conference on Indian Education supports the recommendation of the 1991 White House Conference on Libraries and Information Services that pertain to American Indians and Alaskan Natives, especially as contained in pages 58-63.*

NO ACTION PLAN INCLUDED. PAGES 58-63 OF THE 1991 WHITE HOUSE CONFERENCE ON LIBRARIES AND INFORMATION SERVICES INCLUDED. IN VOLUME I.

T9-17 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that the recruitment and retention of Native American/Alaska Native students and faculty be a priority.*

ACTION PLAN INCLUDED.

T9-18 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that tribes support Indian/Alaska Native Students.*

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted for implementation absent an accompanying Action Plan "By providing fellowships and employment opportunities at tribal offices for Native American/Alaska Native urban, rural and reservation students."

NO ACTION PLAN IS INCLUDED.

T9-19 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that the President of the U.S. and Congress to provide funding for Centers for New Growth and Development that will directly assist tribes with defining economic and social needs and establishing government infrastructure.*

ACTION PLAN INCLUDED.

T9-20 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education recommends that state governments, institutions and agencies develop a plan and dialogue to provide for summer internships that will prepare students for employment with these agencies; and, the BIA and IHS should develop a plan and dialogue with all Federal agencies to provide summer internships and provide for future employment, and to enforce the requirement of the Indian Preference Act to apply to all Federal agencies.*

NO ACTION PLAN INCLUDED.

T9-21 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that Congress provide financial aid to American Indian/Alaska Native students on an entitlement basis as part of the fulfillment of its trust responsibility to Native people.*

ACTION PLAN INCLUDED.

T9-22 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education recommends that the Federal government provide funding to tribes for development of authentic and current histories and for tribal learning centers for language preservation, cultural preservation and development of historic preservation.*

THEREFORE, BE IT RESOLVED, that the above recommendation is agreed to, with the stipulation that further review and, where necessary, modifications be made prior to its implementation.

NO ACTION PLAN INCLUDED.

T9-23 *The White House Conference on Indian Education strongly supports amending the Higher Education Act: to establish a loan forgiveness plan for Indian/Alaska Native teachers and education professionals; to increase the number of quarters/semesters for financial aid eligibility; to increase the number and maximum award amount for Pell grants; to minimize or eliminate student/family contributions (as determined by congressional methodology); to remove federal income tax requirements on scholarships; to simplify the financial aid application process; and to increase funding for American Indian/Alaska Native students to all higher education levels.*

NO ACTION PLAN INCLUDED.

T9-24 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education recommendation to the Federal government that the White House Conference on Indian Education strongly recommends that colleges and universities utilize in the admissions and financial aid process a consistent definition of Native American/Alaska Native which does not infringe on the tribe's authority to define membership and to guard against student self-identification.*

NO ACTION PLAN INCLUDED.

T9-25 *THEREFORE, BE IT RESOLVED, that we recommend that an articulation between high school and colleges to be established. Successful articulation between high schools and colleges should provide improved school attendance, high school graduation and enable Indian/ Alaska Native students to gain college credit while they are enrolled in high school. This will enable the student to gain high school and college credit during their last year of high school and give them an early start in college.*

NO ACTION PLAN INCLUDED.

T9-26 *THEREFORE, BE IT RESOLVED, that recognizing the need for Indian teachers that will effectively provide role models for our Indian/Alaska Native students. We recommend that state institutions with the assistance of Federal, state, tribal funds to provide a relevant teacher training program.*

We recommend that a cooperative agreement be established with tribes, school districts and community agencies to implement this recommendation. Develop a teacher training program for Indian/Alaska Native people. Work with colleges and Universities to ensure that graduates of this program will receive state certification. Provide funds for a teacher training program.

NO ACTION PLAN INCLUDED.

T9-27 *THEREFORE, BE IT RESOLVED, that the White House Conference strongly recommends that State plans pursuant to the Carl D. Perkins Act specifically address the needs of American Indians/ Alaska Native students by directing the Department of Education to require states provide written*

assurances and documented plans to meet vocational education needs space upon consultation with the affected Native population.

NO ACTION PLAN INCLUDED.

T9-28 *THEREFORE, BE IT RESOLVED, that the White House Conference strongly recommends that states respond fully to the needs of single Indian parents eligible to participate in training sponsored under any section of Carl D. Perkins Act.*

NO ACTION PLAN INCLUDED.

T9-29 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education recommends that Indian/ Alaska Native graduate students receive adequate financial support and the institutions provide linkage or job opportunities for students while attending graduate school, and these linkages should provide employment upon graduation.*

NO ACTION PLAN INCLUDED.

T9-30 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that graduate study be funded at adequate levels and increased funding provided to tribal governments for the implementation of graduate program funding and research.*

NO ACTION PLAN INCLUDED.

T9-31 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education strongly recommends that, pursuant to the trust relationship between Indian /Alaska Native Nations and the U.S. Government, scholarships should be exempt from rules proposed in the Federal Register, December 10, 1991, entitled "Non-discrimination in Federally Assisted programs, Title VI of Civil Rights Act of 1964.*

NO ACTION PLAN INCLUDED.

TOPIC 10 - NATIVE, NON-NATIVE SCHOOL PERSONNEL

10-1 *THEREFORE, BE IT RESOLVED, that a uniform and consistent funding cycle which does not change from year to year must be established for all Indian and Alaska Native programs. Forward funding must be included in this policy change.*

THEREFORE, BE IT RESOLVED, that the above recommendation be adopted with the accompanying Action Plans for Teacher/Administrative In-service/Pre-service Training; Student Issues; and Family/Community.

ACTION PLAN INCLUDED.

TOPIC 11 - ADULT EDUCATION & LIFELONG LEARNING; PARENTAL, COMMUNITY & TRIBAL PARTNERSHIPS

11-1 *THEREFORE, BE IT RESOLVED, that an immediate assessment be conducted to consider updating and consolidation of Adult Indian Education legislative policy and program regulations.*

ACTION PLAN INCLUDED.

11-2 *THEREFORE, BE IT RESOLVED, that a nation-wide comprehensive assessment of Indian Adult Education and Occupation needs to conducted every three years to correlate educational program demands with the annual congressional budget request.*

ACTION PLAN INCLUDED.

11-3 *THEREFORE, BE IT RESOLVED, that to promote current and future announcements of Indian/Alaska Native Organizations/business corporations reflect that applicants must have background experience in adult education and life long learning skills to be considered for employment.*

ACTION PLAN INCLUDED.

11-4 *THEREFORE, BE IT RESOLVED, that the feasibility of partnerships between tribes, Indian communities, Local, State and Federal Agencies be explored as a vehicle to direct funds, to provide attendant support services, and to define tribal, state and Federal administrative responsibility and duties for adult education programs of American Indian and Alaska Native Tribes.*

NO ACTION PLAN INCLUDED.

11-5 *THEREFORE, BE IT RESOLVED, that tribes, states and the Federal government establish occupational, adult and community education of American Indians and Alaska Natives as a priority of Social and Human Resource Development.*

ACTION PLAN INCLUDED.

11-6 *THEREFORE, BE IT RESOLVED, that we increase funding for adult education services to meet the cultural vocational and educational needs of Indian families in order to support the philosophy, policies and mandates of tribes, Alaska Natives, and Indian organizations based on the unique status that Indian Nations have with federal and state governments.*

ACTION PLAN INCLUDED.

11-7 *THEREFORE, BE IT RESOLVED, that local control of Indian education be strengthened by: establishment of tribal education departments; implementation of tribal educational codes which include standards and certification; tribal definition of "consultation"; establish parents and community policy boards for leadership and education; development of tribal regulations governing adult education.*

ACTION PLAN INCLUDED.

11-8 *THEREFORE, BE IT RESOLVED, that culturally-based learning centers be established to enhance traditional culture and educational opportunities, with advanced technology and attendant support services for reservation, rural and urban Indian/Alaska Native adults as the basis of the appropriate needs of the local Indian community including adult education, language and culture instruction, career counseling, parenting classes, and library and information services.*

ACTION PLAN INCLUDED.

Long Range - Increase and ensure funding for adult education programs. Monitor effectiveness of programs. Number of adults taking GED, number of adults entering workforce, number of adults entering college. Continued support of legislation which appropriates funds for culturally-based learning centers.

Short Term - Tribes/Local community/educational institutions conduct needs assessment. Identify available resources: community resources (i.e., Indian elders, educators, etc.), Community Colleges, Libraries, Funding for Adult Education (federal & state). Develop directory to identify support services, support current legislation which appropriates funds for culturally-based learning centers.

11-9 *THEREFORE, BE IT RESOLVED, that innovative and need appropriate adult education programs be established for: high school completion (especially adult high schools); for pre-college programs; and programs for cultural education, literacy, basic education, occupational, parenting and life coping skills.*

ACTION PLAN INCLUDED.

11-10 *THEREFORE, BE IT RESOLVED, that we establish a National Tracking System, after a one year pilot project, with the Office of Indian Education, in consort with the Office of Elementary*

Education and appropriate National Indian/Alaska Native Organizations (i.e., NIEA, NACIE, etc.).

ACTION PLAN INCLUDED.

11-11 *NOW THEREFORE, BE IT RESOLVED, that:*

1. *The United States Government under its legal, ethical and moral responsibility, recognize the serious underfunding of Indian/Alaska Native education and take steps to correct the situation, such as, to immediately increase the ISEP formula.*
2. *A federal program be established to provide steady,k dependable grants directly to tribal governments to enable tribes to operate Tribal Departments of Education.*
3. *Memorandum of Agreements be established between tribes and the United States Department of Education which will allow Indian governments direct access to federal programs under the U.S. Department of Education.*
4. *Tribal governments, consistent with their sovereign authority, exercise direct control over the educational systems which serve their children on their reservations.*
5. *Appropriations be allocated immediately for new school facilities.*
6. *Federal school facilities be available to communities for community education, recreation and enrichment year round.*

NO ACTION PLAN INCLUDED.

MISCELLANEOUS RESOLUTIONS

M-1 *NOW THEREFORE, BE IT RESOLVED, that We, the Delegates convened for the 1992 White House Conference on Indian Education, on behalf of the Indian Nations, communities and youth that we represent, hereby express our sincere and heartfelt appreciation to the Honorable Morris "Mo" Udall. We applaud his outstanding and enduring achievement; We urge all tribal, state and national politicians and leaders to use his career of achievement and his standards of integrity and devotion to duty as a model for all their actions;*

BE IT FURTHER RESOLVED, that we urge Congress to promptly enact enabling legislation to implement the Morris K. Udall Scholarship and Excellence in National Environmental Policy Act. And in conclusion, we say, "May the Rainbow of Beauty Continue to arch over his life."

NO ACTION PLAN INCLUDED.

M-2 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education Delegates recommend to the President of the United States and Congress of the U.S. that new funds be allocated to the U.S.*

Department of Education and the U.S. Department of the Interior for the purpose of training new native teachers, counselors, special education personnel, administrators and other professional personnel; and

BE IT FURTHER RESOLVED, that the White House Conference on Indian Education delegates recommend that no less than $12 million be included in the FY 1993 as well as in future fiscal years for teacher training programs; and

BE IT FURTHER RESOLVED, that Title V be amended to include language that requires Fellows to work in an Indian community for a period of time equal to the number of years the Fellow received Title V Fellowship Funding.

NO ACTION PLAN INCLUDED.

M-3 *WHEREAS, the Delegates to the White House Conference on Indian Education call on the Office of Indian Education Programs to be an assertive advocate for quality education for all Indian and Alaska Native children, in coordinating comprehensive support for Indian and Alaska Native students internally and from other agencies in education, mental and physical health, juvenile justice, and job training; and in carrying out responsibilities for Indian and Alaska Native students in public and Bureau funded and operated schools consistent with the wishes of the appropriate Indian tribes and Alaska native entities;*

THEY MUST:

Assure that every Indian child has access to a quality preschool program, whether center-based or home-based; provide ongoing training and involvement opportunities for parents; implement the local control provisions of Public Law 95-561 to its maximum extent to foster site-based management; embrace the Effective Schools improvement model for all OIEP funded schools by giving every school and opportunity to implement it; develop measures of school and student success that are authentic and relevant to reservation realities, tribal needs and the emerging work force; become the major advocate for tribal language and culture realizing that this is the base for the need for building self-esteem; improving for success for the Indian children; send a clear message to all OIEP employees from Central Office through the Line Office and school that their major purpose and goal is implementing locally determined educational outcomes of Indian children; and provide ongoing access to on-site and centralized training and technical assistance for school boards, principals, teachers, and administrators that reflects current and state-of-the-art trends.

NO ACTION PLAN INCLUDED.

M-4 *THEREFORE, BE IT RESOLVED, that the White House Conference on Indian Education requests President George Bush in his 1992 State of the Union Address establish American Indian and Alaska Native Education as a major priority for immediate action in 1992 and future years.*

(Cover letter signed by W. Buck Martin and delivered on January 27, 1992 to the President.)

NO ACTION PLAN INCLUDED.

▶ Executive Summary Analysis . . .

Goals of Analysis

The goals of the Conference were categorized as education oriented. However the affected constituency and delegates did not confine their vision to the "traditional" construct of the definition of education.

Indian families and communities are very aware that the needs of their children are interwoven into all aspects of their lifes. American Indian and Alaska Native communities have strong foundation of spiritual beliefs and philosophies most of which encompass the circular nature of life that upholds the interconnection between all beings and things. It was this outlook that provided the reenforcement to the White House Conference on Indian Education to address the educational needs in a holistic manner.

The task for collecting concerns which impacted the educational services of Indian communities, were drawn from a wide array of sources. It was the responsibility of the Task Force to attempt to portray these issues and concerns for the delegate's consideration in the most inter-related form possible.

The Task Force designed a matrix which appeared to embody the Indian community's identified issues of concern. (Figure 1.) This circular matrix represented the all-encompassing nature of both issues and possible solutions. This "dream catcher's" universe of needs and opportunities is symbolic of the circumstances confronting Indian community. On one hand, the barriers and specific elements which comprise the present reality must be "caught" and addressed, but the goals and aspirations must also be sought and fostered.

This analysis will depict the issues by these goals and aspirations, as well as the means or mechanism proposed by the Delegates to resolve or eliminate barriers. The commonalities of concerns and recommendations, from topic area to topic area, will be identified for policy purposes. When differences in policy goals are proposed, for similar or overlapping issues and recommendations, these will also be summarized. This summary will portray these overlapping recommendations juxtaposed against those policies or issues they address to differentiate the instigating cause or intended outcome; such as local community control over actions which may be defined as a new effort and entity, or identified as tribally-controlled.

The resultant blue print for action will also convey future policy issues and implications. The many levels of involvement and action that are required to implement these recommendations will require comprehensive participation by all affected parties. When and how, such endeavors, from local Indian communities to national policy makers, should be undertaken are questions that this report should provoke.

Parameters of the Conference and Issues

The Conference was designed to be a "working" conference to develop long-term and short-term strategies from recommendations adopted by the Delegates. The 30 state and regional pre-conference activities, produced numerous recommendations for consideration by the Conference Delegates. The Delegates were mailed materials prior to the Conference which contained specific instructions to assist Delegates in their review and preparation. However, the range of issues and the number of issues, as well as other constraints, combined to place limitations on both the selection of issues chosen and the amount of specificity available for guidance.

Universe of Needs and Opportunities

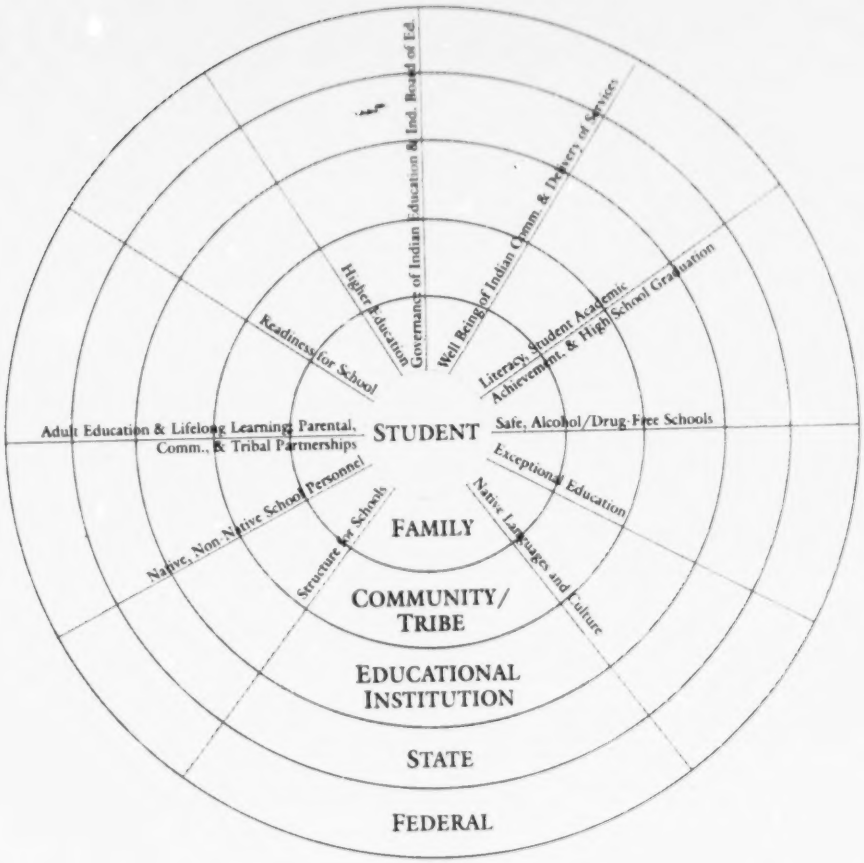


FIGURE 1

The same limitations that existed for review of Pre-Conference recommendations also affected the consideration of new issues raised during the Conference. There were some issues raised on the final day of the Conference that were additional issues of concern, but only four resolutions capturing these concerns were eventually adopted. Another factor was the inherent assumption that many of the Delegates had with respect to key principles underlying Federal-Indian issues. One key principle was that of respective powers and responsibilities of tribal, State and Federal governments. Further, it was expected that how these governments inter-related with one another, and their affiliate entities, was also understood, particularly in relationship to the need for change or action.

Another assumption was the level of clarity expressed in the many resolutions and plans of action in the area of statutory and administrative authority targeted for change or action. Some topic areas were very precise on what legislation should be amended and how, or what a legislative amendment ought to accomplish. Some topic areas felt that the Executive Branch was the place to impact, through recommendations for development and adoption of Executive Orders. Other topic areas proposed that much more explicit action take place with regards to programs and issues. Such programs or issues were often identified solely by acronym or original public law citation.

These assumptions require a prior understanding of tribes and their relationship with the United States, to fully appreciate the Conference Delegates' concerns and their proposed solutions.

The Federal-Indian relationship is not one well understood by the general society. For many individuals, their sole exposure to "Indians" has been provided through movies and the print media from a non-Indian view and, usually, in the absence of accurate historical background. This deficiency in society's learning environment is at the root of some of the recommendations adopted by the Conference Delegates. A brief explanation is provided below to aid in understanding the Federal-Indian relationship. The Federal government has a government-to-government, political relationship with tribes that is rooted in the Constitution and further strengthened by congressionally-ratified treaties, Executive Orders, case law, and specific and general statutes to assist American Indian and Alaska Native communities and individuals. This relationship even pre-dates the Declaration of Independence, when the colonial powers entered into formal agreements with tribes to exchange lands for peace, goods, and other purposes.

When the United States declared its independence and, eventually, adopted its constitution, there were three key clauses incorporated into this charter for the protection and benefit of tribes and their people. This provision, under Article I, Section 8, Clause 3 stated that only the United States (and not States) had the power to regulate and permit commerce with tribes. Article II, section 2, clause 2 grants Congress plenary power to regulate commerce with Indian tribes, as it does with foreign nations and the States. Section 14, Amendment XIV of the Constitution also exempts tribes from taxation. Subsequently, the courts, based on these authorities, recognized that tribes, as dependent nations, were beneficiaries of a trust responsibility on the part of the United States.

These principles of Federal-Indian law have been tested over the past two centuries. Yet, for the most part, the rights of tribes as sovereign nations whose relationship is with the United States first, and not those States or territories in which they reside, have been upheld.

As this relationship has been strengthened through successive laws and Executive Orders, and as tribes have continued their efforts to determine their own future, the nature of the relationship has also evolved. Where once Federal agencies decided what was appropriate and beneficial to tribes without tribal input, now there is recognition that tribal self-determination is one elemental aspect of their sovereignty. It is the principle of sovereignty and self-determination which underlies many of the issues raised and addressed by the delegates during the Conference. Each tribe has variations in its performance of its responsibilities to their people; based, in part, on the issue or region in which they are located. What may be true for one tribe, for regulating the environment, health and other programs, may not be accurate for other tribes. The reasons for this variation among tribal groups are many and complex. That they exist and create additional barriers, and sometimes opportunities, is a critical element in the development of the many adopted strategies by the Conference Delegates to improve Indian education.

Additionally, during the past fifty years, as Indian people relocated "off-reservation", either under Federal actions and policies or for their own purposes, there has grown a community of Indian people outside the traditional bounds of "Indian lands". These segments of the population, often identified as rural or urban Indians, are now identified more as members of their home communities rather than as displaced and unaffiliated individuals. The location of these rural and urban Indian people has placed special needs and demands for services to aid their growth and well-being.

The complexity of the Federal-Tribal relationship needs to be considered when reviewing the adopted resolutions and plans of action. This complexity and the inter-dependency between American Indian and Alaska Native people requires that careful planning and action be undertaken to implement strategies for improvements.

This analysis will identify concerns which require a balancing of competing needs and a means for transition from existing efforts to new activities. The balancing and transition issues, where not addressed by the Delegates in their resolution and plans of action, will especially require a general understanding of the relationships and roles between the United State and American Indian /Alaska Native communities and people.

Analysis

The Conference Delegates endorsed several major goals, which were designed to achieve improved student outcomes and services. The resolutions were designed to emphasize accountability to improved standards, including culturally appropriate ones. However, the predominant underlying principle was the premise that the Federal-Tribal relationship entailed specific duties and responsibilities on the part of the United States, unlike any other Federal-State-Local governmental relationship.

The consistent call by the delegates for the United States to recognize and reaffirm the Federal-Tribal relationship indicates the serious concerns that exist over whether Federal policy makers fully appreciate and understand how their actions affect this relationship. This repeated call expessed a desire to require departments and agencies to uphold this principle in daily operations and reflects a desire to expand and strengthen tribal participation on several fronts.

A strengthened U.S. policy is also expected to provide the dictates necessary to accomplish the more practical activities in realizing equitable access to all relevant resources to produce the desired achievements. There is a valid concern expressed that all Federal agencies make an equal effort to assist tribes and Indian communities. Without a concerted outreach effort there will be a continued lack of tribal participation and access to available resources. The absence of participation and access to opportunities can create limited outcomes which will diminished capabilities for elevating the quality of life for Indian people.

One major theme that was articulated was the premise that tribal control and leadership in education was critical in the strengthening of services. Local control and determination of needs is a demand and goal of all segments of society. Indian country is not different in this respect, but there is additional weight behind this demand given the inability of society to accurately perceive the cultural aspects integral to the values and goals of Indian communities.

Both local control and determination of needs must be viewed in conjunction with another major theme of the inclusion, at every educational level, of appropriate cultural values, language, beliefs, accurate histories, and other expressions. Indian and Alaska Native life is built on the foundation of their tribal beliefs and identity. Yet, obtaining respect for, and fostering such components in an "traditional" education system, have not been very successful. A number of recommendations adopted addressed stronger tribal control over the incorporation of cultural facets in the reform and restructuring of these "traditional/formal" educational systems.

The Delegates did not overlook the need to instill or enhance governmental partnerships among affected entities, tribes, States, Federal, and other bodies. This major theme was an indication of the Indian community's need to interact more with other entities, as well as become involved in the larger issues confronting all communities.

Comprehensive and holistic services became a major focus for Conference Delegates. This focus conveyed the concern among Indian people that their needs not be treated in linear and isolated efforts. "The shortest route to an objective is not necessarily the best" appears to sum up the related recommendations surrounding this theme.

This comprehensive approach should be viewed as an integral aspect of all the key principles and themes. In particular, when undertaking efforts to identify the scope of educational needs in Indian communities, there are concerns that education needs encompass all related issues and services for all ages and members of the community. Related issues and services were not so broadly interpreted that it could become a Herculean task. The parameters placed on education and related issues or services appeared to be whether there were direct correlation between a service and improved student outcomes, such areas as substance abuse prevention, family violence prevention, and career guidance.

The other key indicator in defining relevance was the correlation between the benefits derived by Indian communities and improved student outcomes. Two examples include the proposed requirement that economic enterprises provide employment in a manner planned by the tribe to coincide with graduating scholarship recipients, and requiring "pay back obligations" by students upon graduation for their scholarship assistance.

There are certain aspects that were not fully addressed or resolved by the Conference Delegates. The unresolved issues did not occur by premeditation or an unwillingness to tackle these issues.

The Delegates were required to work within the various topic areas in which they participated, plus review and approve those resolutions in the final day of the Conference from other topic groups. Consequently, the Delegates were simply unable to fully reflect on the complete picture presented by their combined efforts. The Delegates began an effort to address and accurately present a comprehensive overview of education and related needs. These actions asserted that such needs should be locally-determined since the affected Indian people and communities would be most able to recognize and ascertain these needs. While this is an important point, the ability to integrate this activity with the recommendation requiring that funds and services be provided on an equitable basis, becomes problematic.

The assumption to the first resolution is that there are, or will be, clearly understood and accepted criteria for determining true needs in all areas. The second recommendation's assumption is that the funds will be provided in sufficient amounts to ensure equitability, to provide "comparable" services in obtaining similar goals, such as eliminating illiteracy, substance abuse, and dropout rates.

To begin an administrative process for developing criteria for determining the "scope of need" requires several basic components. First, the data on eligible service population and present level of services available must be current. Second, a clearly defined goal of what is to be achieved through services to be provided must be understood and acceptable to the beneficiary population. Third, how growth will be achieved from the present status to the desired goals must be developed, approved and implemented. Each of these components will require an investment in manpower, resources, and time. When to apply this strategy to the targeted education or related program services must also be determined.

When the definition of need was raised, it was through the provision of services to "American Indian/Alaska Native" people. Yet, many available services are dependent on a variety of factors. Eligibility for services is not consistent from program to program, and agency to agency. One topic group addressed the abolition of the income eligibility requirement for the Head Start Program.

Another topic group recommended that eligibility for "Indian education services" should be in keeping with the respective tribal definitions and requirements for member enrollment. When tribes, tribal or Indian organizations provide services for their populations, a uniform definition for eligibility would eliminate multiple program requirements that must be fulfilled.

Overall, transitioning services into a means of accomplishing the identified education goals is not a process that can be precisely detailed. However, there are ground rules that should be considered on the difficulties confronting such transition. These ground rules include: where tribal input is needed; estimated time frames to accomplish identified tasks, level of risk involved and disclosure of advantages and disadvantages nationally and locally.

Recommendations and plans of action are not specific with respect to priority setting, other than needs and solutions should be tribally and locally determined. In order to have an effective process to implement the many education goals and tasks identified by the Conference Delegates, a means of ensuring fairness in priority setting and equitable allocation of resources must be planned and provided. For example, if certain actions throughout the country are expected to occur concurrently, assistance to Indian communities must follow common national criteria, yet be locally relevant. Specifically, pre-school screening for exceptional and challenged Indian children has been recommended to be joined with efforts to expand early childhood services. This activity will require cooperative efforts in a multi-disciplinary and multi-agency manner.

Potential Issues of Immediacy

There were common issues that Delegates expressed throughout the resolutions and plans of action. These issues were focused on providing resources to ensure a higher quality of standards and services.

Many recommendations have the potential for immediate implementation, utilizing existing authorities of the relevant agencies. There are recommendations which clearly require new authority, and a close scrutiny of agencys' present authorities could determine which issues can be promoted absent such new authority. In some instances, new authority would be useful in preventing any action to tranfer funds from one program into a new program diminishing available resources in the drained program.

Conclusion

The resolutions and plans of action adopted by the Conference Delegates are far reaching and, often, interdependent. It is a tremendous accolade to the Delegates that the Conference's work products are so comprehensive and thoughtful.

It will be this same spirit and commitment which will be required to undertake the actions needed to achieve these identified goals and tasks.

The issues that the Delegates addressed can be viewed as a map for the future of Indian education and other related needs. This future is perceived to be inclusive of benefits to both Indian and non-Indian people and communities.

These resolutions and plans of action require each person, community, and institution, to evaluate themselves for their strengths and capabilities. By contributing to each other to achieve better learning environments and student outcomes, the rewards increase exponentially throughout all spectrums of our society.

White House Conference on Indian Education
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☆ U.S. GOVERNMENT PRINTING OFFICE: 1992 328-408

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Printed on Recycled Paper
Design and Layout - Barrick and Associates Design